The University Of Toledo

NEW COURSE PROPOSAL

1. College: EDU
   Department: FOED

2. Contact Person: Dale Snaauwaert
   Phone: 530-2478
   Email: dale.snaauwaert@utoledo.edu

3. Alpha/Numeric Code (Subject area - number): TSOC 7500

4. Proposed title:
   FOUNDATIONS OF PEACE PEDAGOGY
   Proposed effective term: SPRING 2012

5. Planned enrollment per section: 30 per term:

6. Is the course cross-listed with another academic unit? Yes ☑ No

   Is the course offered at more than one level? Yes ☑ No

   If yes to either question, please list additional Alpha/Numberic codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.
   a. TSOC 7500
   b. 
   c. 
   Approval of other academic unit (signature)

   If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

7. Credit hours: Fixed: 3 or Variable: to

8. Delivery Mode:
   a. Activity Type:
      Lecture
      Seminar
   b. Minimum Credit Hours 3
   c. Weekly Contact Hours

   *Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other
9. Terms offered: ☑ Fall ☑ Spring ☑ Summer

Years offered: ☐ Every Year ☐ Alternate Years

10. Are students permitted to register for more than one section during a term? ☐ No ☑ Yes

May the courses be repeated for credit? ☐ No ☑ Yes

Maximum Hours

11. Grading System: Undergraduate Gradute

○ Normal Grading (A-F,PS/NC,PR, I)
○ Passing Grade/No Credit (A-C, NC)
○ Credit/No Credit
○ Grade Only (A-F)
○ Satisfactory/Unsatisfactory (G only)
○ Audit only
○ No Grade

12. Prerequisites (must be taken before):

a. 

b. 

c. 

PIN (Permission From Instructor) PDP (Permission From Department)

Co-requisites (must be taken together):

a. 

b. 

c. 

d. 

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

Course to be removed from inventory Final Term to be offered (YYYYT, i.e. use 20064 for Fall'06)

a. 

b. 

c. 

d. 

14. Catalog description (30 words Maximum)

The purpose of this course is to introduce the basic concepts, theories, and approaches to peace education. The course explores the theories of peace education, including pedagogical approaches to peace-learning. The course also introduces the substantive areas of peace education.

15. Attach a copy of a complete outline of the major topics covered. (Providing a syllabus that includes this information is acceptable.)

Syllabus: Click here to view the Syllabus
Attachment 1 No Attachment
Attachment 2 No Attachment

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.
The course offers an introductory course for graduate students in our graduate programs, as well as students in other programs, in the foundations of peace pedagogy. The course adds to and grounds one of the intellectual foci of our degree program. We anticipate a significant demand for the course within our program and in the college.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template:

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

Course Approval:

Department Curriculum Authority: [Signature] Date [mm/dd/yyyy]

Department Chairperson: [Signature] Date [mm/dd/yyyy]

College Curriculum Authority: [Signature] Date [mm/dd/yyyy]

College Dean: [Signature] Date [mm/dd/yyyy]

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

Faculty Senate Undergrad. Curriculum Comm.: Date [mm/dd/yyyy]

Faculty Senate Core Curriculum Comm : Date [mm/dd/yyyy]

Graduate Council : Date [mm/dd/yyyy]

Office of the Provost : Date [mm/dd/yyyy]

Registrar's Office: Date [mm/dd/yyyy]
Course Description

The purpose of this course is to introduce the basic concepts, theories, and approaches to peace education. The course explores the theories of peace education, including pedagogical approaches to peace-learning. The course also introduces the substantive areas of peace education.

Orientation – Peace Pedagogy

Pedagogy refers to the integration of teaching method, theoretical basis, and the logical structural and value dimensions of the specific subject matter being taught. The course introduces the fundamentals and foundations of the pedagogy of peace based upon an introductory exploration of the following question:

What theoretical frameworks and learning strategies underlie, and can be employed in, the teaching and learning of the concepts, skills, and values of peace (building)?

- How? Develop teaching methods (teaching strategies and assessment)
- What? Identify concepts, skills and values to teach (peace-learning objectives)
- Why? Grounded in theoretical, philosophical and empirical frameworks (umbrella)

The course is interdisciplinary, integrating the critical disciplinary lenses of Peace Studies, Educational Psychology, Philosophy of Education and Educational Theory, and the Social Foundations of Education.

Objectives

- Students will understand the theoretical frameworks and learning strategies that underlie, and can be employed in, the teaching and learning of the concepts, skills, and values of peace (building).
- Students will understand the how to develop teaching methods (teaching strategies and assessment)
- Students will be able to Identify concepts, skills and values to teach (peace-learning objectives)
Class Format

The class will be conducted in a lecture-discussion format, with emphasis on question-driven dialogue and inquiry. Students will enter into the debate concerning the specified topics.

Assessment

Performance in the course will be evaluated in terms of the following: active and thoughtful class participation (20%) and two well executed papers exploring the central questions of the seminar (40% each). The essays will be written from the perspective of the course readings and discussions, in addition to other sources. Questions will be provided. The essays will be evaluated in terms of how well knowledge of the issues in question is demonstrated and the strength of the defense of the articulated opinion. A strong defense entails both an argument in support of the position taken and refutation of competing positions.

Essay Evaluation Criteria

Your essays will be evaluated in terms of how well you demonstrate your knowledge of the issues in question, the course material, and the strength of the defense you provide for your opinion.

Content: The essay demonstrates understanding of the issues in question. Important terms are defined and used correctly. The essay demonstrates knowledge of the course readings. The argument logically supports the thesis, and claims are backed up by evidence and/or logical argument. The writer provides a clearly articulated and strongly argued position relative to the question.

Style: The essay presents a clear thesis statement and sound organizational structure. Transitions between paragraphs are smooth and logical. The conclusion makes a strong, brief restatement of the argument. There are few if any mechanical errors that distract from the content (e.g., grammar and spelling).

A strong defense entails both an argument in support of your position and refutation of competing positions. Remember to support your opinion through logic and/or evidence rather than merely asserting your opinion. Also a part of defending your opinion is to refute the opinions of others, so be sure to refute the alternative perspectives you do not choose as well as defending your choice. Ask yourself: Is my argument for the perspective I have chosen convincing? (Or is my refutation of competing perspectives compelling?) Reference to the course readings and class notes/discussions is required.

Structure -- Outline
Part 1 – Introduction to the theory of peace education: concepts, fundamental, and theoretical foundations – core topics include:

1. The nature of violence as the core problematic  
2. The nature of peace: negative and positive peace  
3. Theories of conflict resolution  
4. Theories of peace education  
5. The nature of peace-learning

Readings:


Part 2 – Introduction to the substantive areas of peace pedagogy and peace education:

1. The Nature of Peace and Violence  
2. Justice, Human Rights, and Values  
3. Non-Violent Conflict Resolution
4. Environmentalism
5. Culture and Diversity: Self and Others, and
6. Knowledge (in) Society and Technology

Readings:


